



Commencement Number
PACIFIC COLLEGE
June, 1912

Phone White 113

We have been notified this would be the last issue of the Crescent this school year. We here take the opportunity to thank all the college students and faculty for their esteemed patronage and hope we may enjoy the same in the future. Wishing you all a joyful outing this summer, We remain,

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THE CRESCENT

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JUNE, 1912

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The Hour and The Man

(This oration was given as the class oration at the Academy graduation exercises.)

Ever since the history of the world began there have been crisis in the life and affairs of nations, peoples and individuals. When questions or conditions have arisen, involving the welfare of those concerned there has always been someone to step to the helm and guide the course of action pursued in regard to the question.

Now since there has always been someone to do this, the question arises, "Did somebody just happen along who was able to do it, or were they being specially qualified and prepared, during their previous life, for that particular event?" In the following discussion we shall attempt to show that the men who have shouldered the responsibility at such times have been going through special training, though perhaps unconsciously, in preparation for that hour.

Let us consider some examples of men who have thus served their nation or people in time of some great need.

While yet a youth Joseph was sold into Egypt to an

officer of Pharoah. Although this seemed grossly unjust, yet it was the hand of God working in Joseph's life, as we shall see, and fitting him to be a blessing and a benefactor to men. This officer, to whom Joseph was sold made him overseer of his affairs, but later unjustly cast him into prison. However through all this he remained faithful to God, being given charge over all the other prisoners. After two years imprisonment he was brought before the king to interpret a dream of the king's. Joseph interpreted the dream as signifying seven years of plenty to be followed by seven years of famine and advised the king to prepare for the famine. Pharoah made Joseph grand-visier of Egypt and instructed him to collect and store away grain. His reward had come at last as a result of his years of faithful service to God through adversity and changing fortunes.

The seven years of plenty followed as Joseph had predicted. The land yielded as it had never yielded before. Joseph collected grain from all the land of Egypt and stored it in cities. And then the hour of famine came and the land was barren. The people exhaust their own supplies and then cry to Pharoah for bread. The answer is, "Go to Joseph." All the countries come to Egypt to buy food. The hour has come and Joseph is the man whom everyone is seeking. Joseph is the man whose God-given wisdom has enabled him to foretell this calamity and prepare for it. Joseph is the man who through faithfulness to God has been prepared for this hour of great need. He is the man who is saving the lives of thousands. Was it then accidental that Joseph was in Egypt and prepared for a famine? Certainly not! Then we must conclude from the course of his life that he was Providentially led into Egypt and fitted for the task not only of saving his father's family

but also the lives of thousands of others.

Again let us consider the career of another man who led his people in an hour of great need.

When Moses the great prophet and legislator of the Hebrew people was born, the children of Jacob or Israel were in bondage in Egypt and a decree of the king that all the sons of the Hebrews should be killed, was in effect. But Moses was rescued and brought up by Pharaoh's daughter. Surely there was a purpose in this ordinary Hebrew child having been preserved when the others were being destroyed. But he had learned of the condition of servitude and oppression in which his people were held and doubtless longed to help them. About this time he was forced to flee to Midian for his life. The period of desert life which he lived here was very different from the one preceding, but it was God's way of preparing him to be the agent through which His chosen people should be delivered from bondage. As Moses tended the flocks the Lord spoke to him out of the burning bush, telling him to go back to Egypt and lead the children of Israel out from thence. God's time had come to free his people and God's man Moses must be the main human factor in accomplishing the task. So Moses went back to Egypt and after performing the wonders as God commanded him, Pharaoh let the people go.

Of his subsequent journey through the wilderness we need not speak farther than to say that he remained faithful to his work. From his preservation when a babe, his flight into Midian, his experience with the burning bush, his wonder working in Egypt and his journey in the wilderness, "He must be considered like all the saints and heroes of the Bible, as a man of marvelous gifts, raised up by Divine Providence for a special purpose.

Again let us study the life of The Father of Our Country. Early in life George Washington became accustomed to adventures and hardships as he was a surveyor and frequently came in contact with the Indians and French on the frontier. This mode of life taught him a great many lessons, as he was a keen observer, and gave him great physical strength and endurance which proved invaluable to him in the work of his later life. He also gained valuable knowledge of military affairs while engaged in guarding the frontier. When the French and Indian war broke out, Washington being the best soldier in Virginia was offered a place on the staff of the English General, Braddock. He gladly accepted and applied himself diligently to the study of military tactics, learning many lessons about European methods of war which were later used in the struggle with England for independence. Finally when the relations between the colonies and the mother country became such that war was inevitable the eyes of all were turned toward George Washington as the only leader and he was unanimously chosen commander-in-chief of the colonial armies. In this position Washington truly proved himself to be the man of the hour in this great crisis in the life of the colonies, because he had been thoroughly prepared for the task by years of military experience.

It has been said that "For a great work God raises up a great man. Usually he is trained in the hard school of poverty to give him courage and perseverance. Usually he stands alone among a great multitude, that he may have firmness and endurance." Such a man was William Lloyd Garrison, who was born to be the deliverer of the slave.

To appreciate the work of this man we must re-

member that for two hundred years the curse of slavery had rested upon this fair land. The slavery question was scarcely ever spoken of, the nation was seemingly asleep and deaf to the cry of the slave, the churches and clergy were indifferent or even advocated slavery. It was amid such conditions as these that Garrison sounded forth his cry for immediate emancipation as "the duty of every master and the right of every slave," in such bold and persistent accents that he was heard throughout the nation.

Garrison was early taught to hate oppression and wrong in every form. He became the editor of several papers all of a moral tone. Meeting Mr. Lundy an ardent advocate of gradual emancipation he became actively enlisted in the cause. Later he established a paper of his own, *The Liberator*, with this characteristic motto, "I will be as harsh as the truth and as uncompromising as justice. I will not equivocate; I will not excuse; I will not retreat a single inch—and I will be heard." Garrison was heard. He toured the country giving lectures in the face of the bitterest opposition. He was imprisoned and his life threatened, but his dauntless courage swept opposition aside. Anti-slavery societies were formed, the Civil War fought and he lived to see the reward of his labors, the emancipation of the slaves and the dawn of a brighter day.

History affords examples of many such men of whom we might speak, such as Joshua, the successor to Moses; Luther, the leader of the reformation; Grant, the leader of the union forces during the Civil War; and Lincoln, the legal emancipator of the slaves; men who have been prepared for some great work when the hour came.

Was it then accidental that these grand characters

of history did the work they did? No! As the sturdy oak or the towering fir do not grow to maturity in a day, but are made strong by the buffeting of storm and tempest, neither were these sturdy and towering characters made in a day, but were made strong by struggling against storms of indifference and opposition.

Joseph was providentially raised up and prepared to preserve life, Moses to deliver the children of Israel from the house of bondage, Washington to establish this grand Republic and Garrison to champion the cause of the slave.

Lisle Hubbard



Is The University Education Worth While?

That higher education is necessary for the realization of great success in technical positions is, I think an undisputed fact. But the real value of a general college education has been questioned. A great industrial leader in the United States has said "I do not think that the college graduate has any advantages in entering business over a graduate of a high or grammar school." Andrew Carnegie a few years ago said that "except for the few, who have the taste of the antiquarian, and who find that their work in life is to delve among musty records of the past, and for the few who lead professional lives, the education given to-day in our colleges is a positive disadvantage."

It is my purpose to answer this charge and to maintain that in this great industrial movement other things being equal the college graduate has a distinct advantage over the one who has not had the benefit of such an education. I desire to go a step further and say that with the exception of two classes of boys every

young man of today should strive to get a college education even at a sacrifice. These two types are what might be called the vain boy who thinks that he knows it all as he is and who could not stand the freedom which would be his when he entered college and the boy of an opposite type which might be styled the executive type. This last type is represented by the boy who likes to do things and for whom study appears a waste of time.

Every boy should strive for a strong physique. The regularity of a college life, the study, the wholesome meals at regular times, the daily athletic practice under capable supervision and the happiness and cheerfulness of the life should tend to increase one's strength and better one's health.

A second great benefit which every boy should derive from a college education is the training of the intellect to think. Here I want to say that the business colleges, correspondence schools, and night schools have their place and are good in their place, yet they are not the substitute for the college. The tendency of such schools is to make their students miniature walking encyclopedias, to substitute information for personal inspiration and in place of the large power of achievement to train one in the formal content of learning.

Every person should strive to acquire a thinking brain.

Brains are developed as well as muscles and systematic study is the best method of training. Through such systematic study one learns to use his brains to better advantage than if he had not had such training. The trained mind works more quickly and arrives at conclusions more speedily and more accurately than does the untrained mind. Thinking is an art. An art is learned by doing it. Hence thinking is learned by thinking.

Successful thinking is the result of application of habits of discrimination, accuracy and concentration. Such habits are to be acquired only through the actual application of discrimination, accuracy, and concentration of the mind. Now my contention is that a college training with its systematic method, its careful study under proper supervision, and its habits of regularity is a much better school for the training of the mind than is a course in business. The very habits of study and application so learned are of paramount importance in success in the business world. The very broadness of a college education can not be over valued as a factor of success in business. The broad aspect of life, the acquaintance with things not immediate to the sphere in which the man of business often finds himself more or less confined, is the only salvation of the man on whom Dame Fortune has ceased to smile. For a man without such a broad training can not adapt himself to other conditions and kinds of work.

But I said that with the exception of a few every boy should strive for a college education. I say this because I believe that a college education gives to one, things more to be valued than the training of the mind and body.

The friendships which are formed during the college period have a value that can hardly be estimated. More friendships are formed during this period than all the rest of one's life. These friendships are not the passing kind but rather of the kind that last. It is at this time that we do not look to see what are the worldly possessions of those that we would have as friends, but rather do we then seek friends judging them by their true value.

There is nothing that has a greater influence on the

building of character than the college training. Such a training aims to make character vigorous but not harsh, patient but not indifferent, conscientious but not hypercritical, efficient not boasting, noble and sympathetic not maudling, beautiful in itself and free from selfishness.

Another great value is the preparation for the enjoyment of life and particularly that time of life which Cicero chooses to designate as the "afternoon of life." By this I mean the ability to appreciate art, music and literature which is acquired most readily through a broad college training. How little of the real pleasure of life can that person enjoy who cannot appreciate the good books with which in this age we are surrounded. The time was when we did not have such books but that time has long since passed with the advent of this intellectual age.

"To lift one out of his own individuality, into the realms of reason; to cause one not only to recognize that he is born under laws, but also to give aid in appreciating the beneficence of those laws, and to make obedience to them and cooperation with them natural; to put one in possession of the accumulated possessions of the race; to help one to know what he is, where he is, what he should do, whence he came, whither he is going, what he may become; to train one to set values on all theories, to estimate movements, conditions, forces, at their real value—these are some of the purposes which the college tries to help the student in gaining."

The primary purpose, then, of the college education is to teach one to live and to adapt himself to his environment that he may better live.

In conclusion I want to say that I believe that the college education should, in addition to giving one this

culture which enables him to more completely enjoy the pleasures of life, give him some degree of efficiency for one can hardly appreciate the beauties of life on a hungry stomach. Such a college course should not be so broad that it is thin nor so concentrated that it has no breadth. Finally, there is but one excuse for any boy not being able to get a college education now if he has the necessary ambition and stick-to-it-iveness and that is sickness.



Alumnae Public

J. G. Holland's book "Sevenoaks" was dramatized by the Alumni Association and given at the annual "Public" Tuesday, June 11. The setting of the story is in the New England states; the time, that of the appearance of the book, 1875, and the presentation of the characters in the costumes of the "seventies" added materially to the interest and effect of the play. Carl Nelson with the pomp, strut and bigotedness of Bob Belcher, the tyrant of Sevenoaks, captivated the audience in the first scene and the interest was maintained by Cecil Hoskins in the roll of Jim Fenton, the ungrammatical but honest, big-hearted back-woodsman; Miss Jessie Britt as the old maid tailoress, Keziah Butterworth; and Master George Morse as Harry Benedict.

"Killingly funny" may not be rhetorical but it is about the only expression in the English language of to-day, which will describe the scene in which Keziah Butterworth announced her engagement to Jim Fenton. The attire of the tailoress, Mrs. Snow and her daughters to whom she made the announcement, would have excited as much envy among the damsels of three quarters

of a century ago as it aroused mirth among those of the present generation.

Mention must in justice be made of the simple but touching scene between Mrs. Dillingham and Harry Benedict so well rendered by Miss Nellie Paulsen and Master George Morse.

Cast of characters:—Robert Belcher—Carl Nelson; Jim Fenton—Cecil Hoskins; Keziah Butterworth—Miss Jessie Britt; Mrs. Dillingham—Miss Nellie Paulsen; Paul Benedict—Chas. Wilson; Harry Benedict—George Morse; Sam Yates—Curtis Parker; Rev. Snow—Harvey Wright; Mrs. Snow—Mrs. R. W. Lewis; The Snow girls—Miss Lena Spangle, Miss Myrtle Gause; The Judge—R. W. Lewis; The Clerk—Dwight Coulson; Mr. Balfour—Calvin Blair; Mr. Kavendish—Nathan Cook; Prof. Timms—A. C. Stanbrough; Phipps—Leonard George.



Commencement Exercises

Wednesday morning, June 12th, the college auditorium was filled with friends and relatives of the class of 1912, to hear their graduating exercises. Both parts of the program, the music and the address, were excellent. The selections by the contralto soloist, Mrs. Evelyn Hurley Denny of Portland, were given with great feeling and artistic effect, and were highly appreciated by the audience. The class address was delivered by Dr. Sylvester Newlin of Pasadena, California. It contained valuable instruction for all present as well as the class. The main points developed were, the power to do, the power to resist, the power to overcome, and the power to make right choices.

After the address the degrees were conferred upon

the graduates by Pres. Pennington. Presents and flowers were an expression of the interest of a host of friends.



Academy Commencement

The Academy commencement exercises were held in the college auditorium on Tuesday afternoon. President Pennington gave the class address, centering his theme on Wilbur Wright as an example of one who had the courage to stick to his work in adverse circumstances and finally win out.

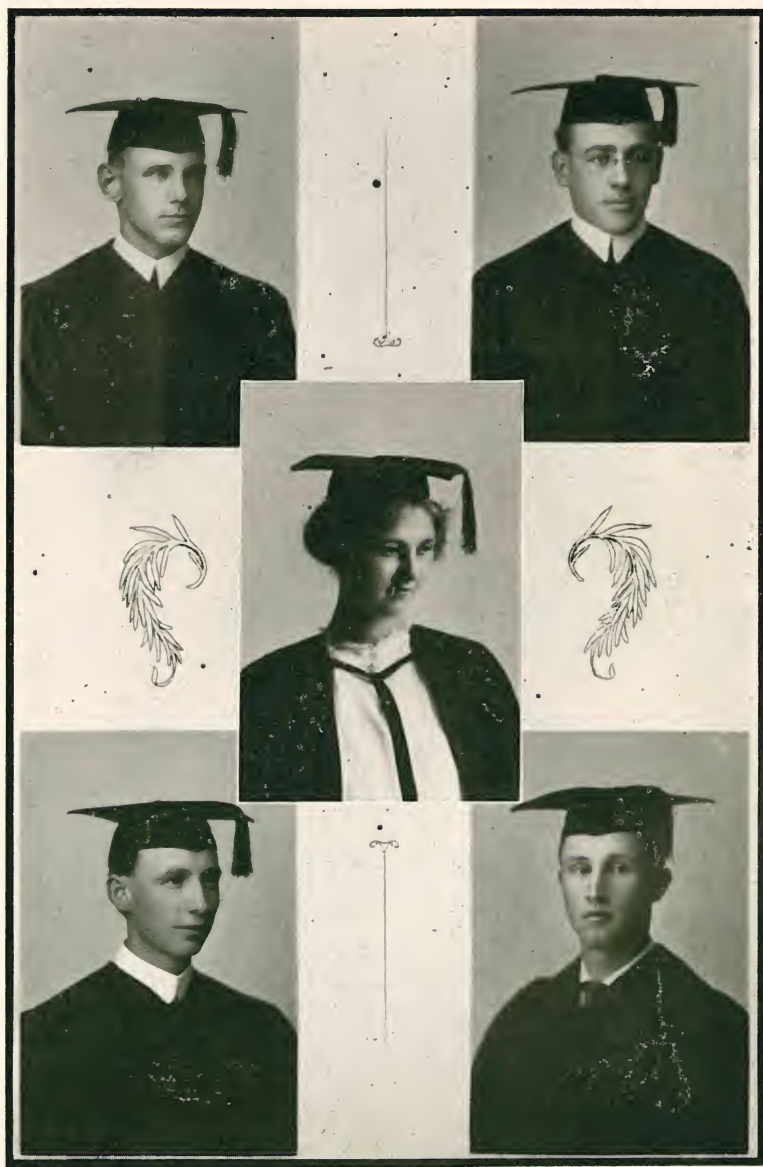
Lisle Hubbard gave the class oration entitled, "The Hour and the Man."

The music was furnished by Mrs. O. K. Edwards, Mrs. Hull and a mixed chorus consisting of the members of the college glee clubs. Professor Oliver Weesner presented the diplomas and Paul Mills received the scholarship to the college which is given each year to the member of the Academy class making the highest grades. The members of the graduating class were; Alta Gumm, Paul Mills, Delbert Replogle, Myrtle Mills, Leo Kyes, Lisle Hubbard, Clarence Jones and Ruth Crozer.



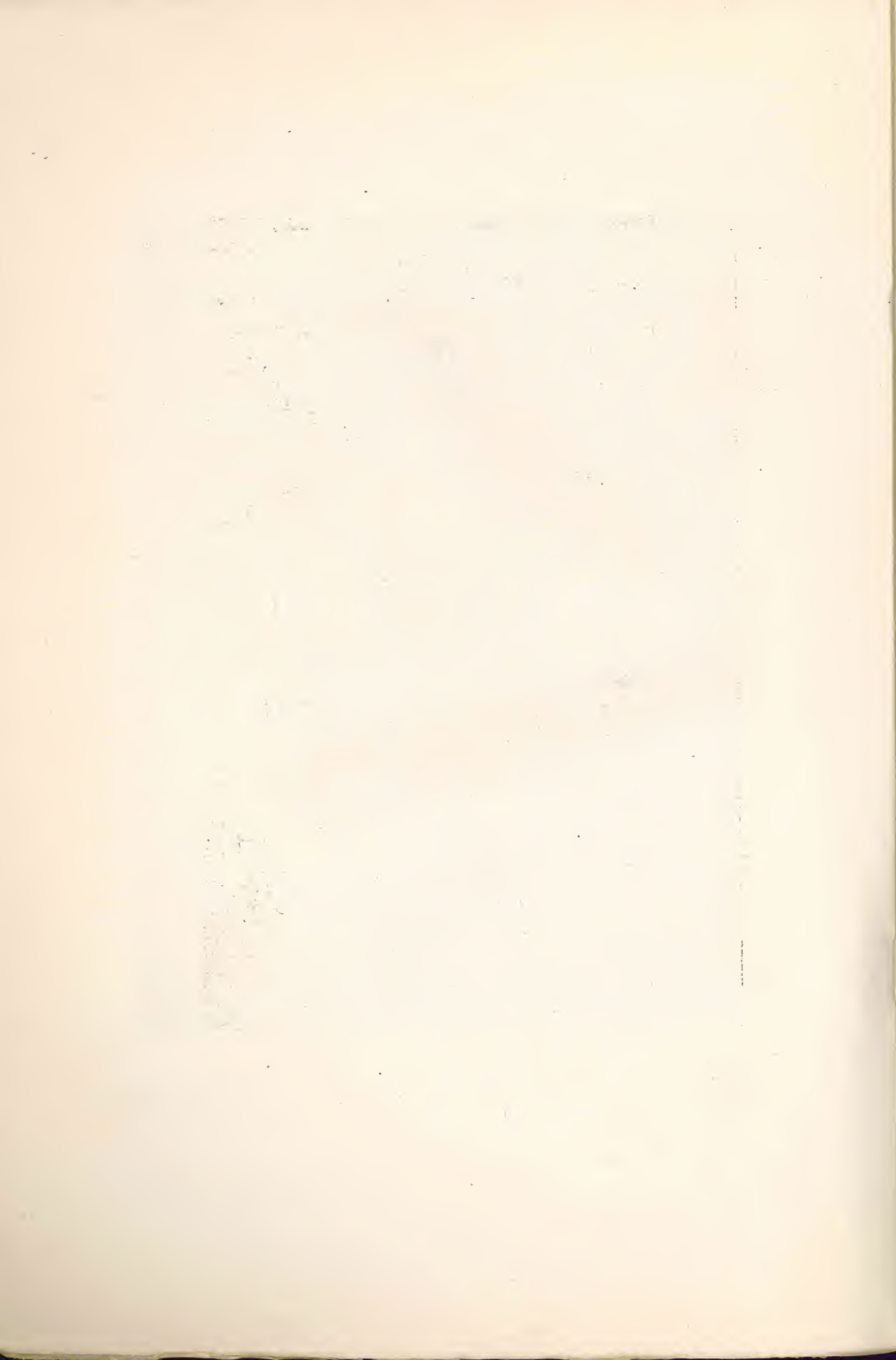
Among the many commencement visitors were Capt. W. D. Open and wife, Victoria, B. C.; Mrs. J. M. Kyes and two children, Everett, Wash.; Mrs. Dan Ramsey, Lents, Ore.; Rev. and Mrs. C. N. Replogle, Everett, Wash.

Elma Paulsen and Lucile Davis intend to start for Newport Tuesday, June 18, where they will spend the summer.



SENIOR CLASS, PACIFIC COLLEGE

Top: Chris Smith. Claude Lewis, Center: Miss Florence Rees. Below:
Ross Newby, Victor Rees.



THE CRESCENT.

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Another school year has drawn to a close, and once more members of our student body are leaving us to begin work in the school of life. We feel that the class of 1912 has been an exceptionally strong class though few in number. They have been leaders in every student activity, even to class scraps. We have looked to them for help whenever there was something to be done, and they have never failed us. Now as the work falls on us who are left we wish to express our thanks to this class for teaching us the different "tricks of the trade" of carrying on the various works which fall to a student body to be done. We will always feel a deep interest in our "tow-headed" class and we are sure that they can always be counted on as ardent supporters of their alma mater.

As we look back through the year of school we find that we have had a record to be proud of. Although we have not won in every inter-collegiate event yet we have done well. In football we developed a fine team, one that by the end of the season was able to make a creditable showing against most any school. Our basket ball team defeated the Indians in a game on the home floor there by defeating the champions of the college league, although we tied for third place in the league. Our showing in oratory was nothing to be ashamed of and the debating team made an excellent and close fight for the championship. We did well in base ball considering that this was the first year that we had ever met any other college. Considering everything we may say that P. C. has had a fine year. Let us boost for a bigger and better Pacific for next year.



Music Department Recital

The music department under the direction of Professor and Mrs. Hull gave another excellent program on Monday evening, June 9. It consisted of vocal solos by Professor Hull and Miss Katherine Romig, instrumental selections by Mrs. Hull, humorous readings by Professor Hawkins, and the last part of the program was taken up by the rendering of Woodman's sacred cantata, The Way of the Penitence, by the college glee clubs. The college has maintained exceptionally strong glee clubs this year and the music recitals given by them reflect great credit on the instructors.



Esther Miles and Eva Campbell will represent the local Y. W. C. A. at the conference this year.

The Summer With the Boys

Walter Wilson expects to canvass in the surrounding country this summer. He says he hasn't the heart to take the people's money for stereopticon views or something that they don't need, but he is sure that he can make the people see that they need his books.

Professor Johnson will again persuade the housewives to buy his shining wares. He will make Baker, Oregon, his headquarters. Professor Hawkins intends to work on his master's degree at the University of Oregon. He will make a specialty of Pacific Coast history. Three of the boys, Lewis, Smith and Williams, hope to be able to show Hawkins how to walk at the close of summer school. They talk of joining the Professor at Eugene, then they will make the journey to the coast on foot, walking each day until Dick gets tired or Hawkins gets hungry. This bunch is especially fond of pullet meat so they can probably manage to get their living as they go.

Several of the boys will try their luck in the harvest fields of Eastern Oregon. Those talking of going are Melvin Elliott, Chris Smith, Arthur Benson, Edgar Pearson and several from around town. Leo Kyes will work for his father in the mines at Silverton, Wash. He does not expect to be able to attend P. C. next year, but by a year's vacation he will be enabled to be with us again. Jones and Replogle will probably clerk in different stores in Everett, Wash. Harold Hinshaw hopes to have railroad work. Nearly all the other boys will "work for daddy and milk the cow." We are sure that all the boys intend to do some work that will add the muscle needed, and rest the brain, if that is needed.

D. M. C. A. Notes

As an association we have greatly improved during the past year. All our plans were not carried out as we wished to have them, but nevertheless there were those in the organization who wished to see more Christian work done in the school, and as a result we feel that the student body has felt the effect of our work. We have a strong cabinet for next year and expect to line more men up for Christian work than ever before. Each man in school should belong to a Bible study class or a mission class, and if possible he should belong to both. Walter Wilson will again have charge of the Bible study department and he has already made arrangements with Rev. Chas. Whitely to lead a workers' class. Deputation work and workers' methods will be taken up in this class.

There is a good field around Newberg for deputation work and a special committee has been appointed to care for that work. The boys expect to do some work along that line this summer.

We will be represented at the Columbia Beach conference June 14-24, by four members: Arthur George, Leo Kyes, Ernest Thun and Ellis Pickett. We expect these men to bring back with them many of the good things that they will hear, so that those who could not go may be benefitted by their report.

Every member should continue to work at some religious work, wherever it is possible during the summer and come back next fall ready to fit into the work and make a strong association.

Exchanges

We wish to thank all our various exchanges for their pleasant and profitable visits to our table; and for the kindness of their criticisms, some of which have proved a real benefit to us.

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